

OVERVIEW OF NDE REVIEW OF WASHOE COUNTY SCHOOL DISTRICT'S REVISED APPLICATION FOR USE OF AN ALTERNATE TEACHER EVALUATION SYSTEM

Additional reviews of the revised Washoe County School District's (WCSD) Application to use an Alternate Teacher Evaluation System by NDE staff was completed over several days following the process approved by the State Board of Education in December 2015. The findings indicate that there are components of WCSD's evaluation system that are equivalent or partially equivalent to the Nevada Educator Performance Framework (NEPF) Educational Practice Standards and Indicators for teachers, as required by AB447.

- WCSD personnel completed substantive changes to their rubric to meet the equivalency to the NEPF standards.
- Overall, the WCSD components were rated equivalent to 15 of the 19 (79%) NEPF Instructional Indicators, including all of the indicators for Standard 5 "Assessment is Integrated into Instruction." The remaining WCSD components were rated partially equivalent due to being conceptually equivalent, but needed additional revisions to be considered equivalent in action.
- The WCSD Teacher Evaluation System components were rated equivalent to 10 of the 15 (67%) NEPF Professional Responsibilities Indicators. 2 were rated partially equivalent. The WCSD application did not identify any components that were equivalent to indicators for NEPF Professional Responsibilities Standard 5 "Student Perception." WCSD personnel stated an interest in making further revisions to their rubric to address this need, but at the time of the posting of the document the revisions had not yet been received by Department personnel. The revised tables below show the equivalency for each WCSD rubric component compared to the NEPF Standards and Indicators. Additionally they compare conceptual (mindset) equivalency and equivalency to the actions required within the NEPF framework.

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	NEPF <u>Instructional</u> Standards & Indicators Comparison with WCSD Teacher Rubric Overall Preliminary Equivalency (1-13-16)	NEPF <u>Instructional</u> Standards & Indicators Comparison with <u>REVISED</u> WCSD Teacher Rubric Overall Preliminary Equivalency (4-11-16)		
		Overall Equivalency	Equivalency to NEPF Mindset	Equivalency to NEPF Actions
Standard 1	1.1	1.1** (1A, 3A, 3B)	Includes questioning strategies, purpose and prior knowledge but mostly within intro and critical attributes	Missing use of multiple methods or modes for the purpose of activating initial understandings
	1.2	1.2* (1C, 1E, 3A)		
	1.3	1.3* (1E, 3A)		
	1.4	1.4** (1A, 1B, 3B)	WCSD performance levels are about what the teacher knows. Introduction contains mindset.	Missing the actions that would lead to the bridging of understanding from initial concepts to targeted learning in multiple ways and the responsibility for impacting students
Standard 2	2.1	2.1* (1B, 1C, 3C)	Implies relevancy with teacher expected to know students and student engagement	Performance levels do not include the requirement that tasks be relevant and worthwhile
	2.2	2.2* (1B, 1C, 1E, 3C)		
	2.3	2.3** (1C, 13, 3C)	Includes coherency at HE level of 1E	Missing coherency at Effective level of 1E , and the actions to advance learning in connected steps.
	2.4	2.4* (1B, 1C, 2B)		
Standard 3	3.1	3.1** (3A, 3B, 3C)	Includes discussion that allows students to articulate and deepen understanding	Performance levels “allow” for students to articulate and deepen their understanding. Not equivalent to “Teacher provides adequate guidance for most students to actively participate in reciprocal and sustained interactions that generally enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills”
	3.2	3.2* (1B, 1C, 3C)	Added language to performance levels that include the use of multiple representations	Does not include this NEPF indicator in performance levels. Missing level of requirement of using multiple representations and the purpose of using them (meaning making)
	3.3	3.3* (1A, 1C, 3A)	Performance levels include that the teacher can identify important concepts missing the link to students and located	Concern is that most of the language is found in rubric introduction and not in the performance levels. Teacher knowledge is not equivalent to the action required within the

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			mostly in intro and critical attributes not performance levels	NEPF.
	3.4	3.4** (2A, 2B, 2C)	Includes positive climate and student interactions	Missing quantity of students at effective level, missing the requirement that students know how to value each other's contributions and support each other's learning
Standard 4	4.1	4.1** (1F, 3A, 3D)	Objectives posted, purpose of lesson is clear	Missing the requirement within the performance levels that students can explain what they are learning, why they are learning it and what successful performance looks like.
	4.2	4.2** (1F, 3C, 3D)	Teacher provides frequent opportunities for most students to self-assess and make use of the information	Teacher provides frequent opportunities is not equivalent to most students adequately engage in reflection on their learning status
	4.3	4.3* (1B, 1C, 2B, 3C, 3D)	Teacher provides frequent opportunities for most students to self-assess using assessment criteria and make use of the information (effective)	Missing the most students' take action based on their own assessment of their learning status for the purpose of advancing their learning. Missing student impact and actions.
Standard 5	5.1	5.1 (1B, 1F, 3D)		
	5.2	5.2 (1C, 1F, 3D)		
	5.3	5.3 (3D)		
	5.4	5.4 (1F, 3E, 3D)		

Equivalent	Partially Equivalent	Not Equivalent
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* WCSSD rubric was modified **WCSSD rubric was modified a second time

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	NEPF <u>Professional Responsibilities</u> Standards & Indicators Comparison with WCSO Teacher Rubric Overall Preliminary Equivalency (1-13-16)	NEPF <u>Professional Responsibilities</u> Standards & Indicators Comparison with <u>REVISED</u> WCSO Teacher Rubric Overall Preliminary Equivalency (4-11-16)		
		Overall Equivalency	Equivalency to NEPF Mindset	Equivalency to NEPF Actions
Standard 1	1.1	1.1* (4D, 4E)		
	1.2	1.2* (4D, 4E)	Added teacher participates in school and district events and projects... at HE and E performance levels	Teacher volunteers at school/district events is not equivalent to NEPF requirement to consistently support the school improvement plan through planning, instruction, assessment and monitoring.
	1.3	1.3 (2A,2B,2D,4D,4F)		
Standard 2	2.1	2.1* (4A, 4E)		
	2.2	2.2 (1D, 4D, 4E)		
	2.3	2.3* (4D, 4F)		
Standard 3	3.1	3.1* (4C, 4F)		
	3.2	3.2 (4C, 4F)		
	3.3	3.3 (4B, 4F)		
Standard 4	4.1	4.1* (1B, 4C)	Teacher awareness of student needs through a variety of sources. Provides consistent/cont. information... to help families understand components of educational system (HE)	Missing the two-way communication on a regular basis as a teacher behavior and academic focus of communication
	4.2	4.2 (4C)		
	4.3	4.3* (1D, 4C)	Technology resources mentioned. Collaborating with families in school and outreach opportunities (E). teacher knowledge of resources, building positive relationships	Missing the regular helping of student and families connect to variety of services, including academic and community resources
Standard 5	5.1	5.1 (1B, 1F, 3D)	Teacher/student caring respectful relationship, classroom management and arrangement	Missing the student component. Teacher action and knowledge not student perception. Student perception is not measured
	5.2	5.2 (1C, 1F, 3D)	Teacher creates environment of respect (intro)	
	5.3	5.3 (3D)	Teacher conveys high academic and behavioral expectations	

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